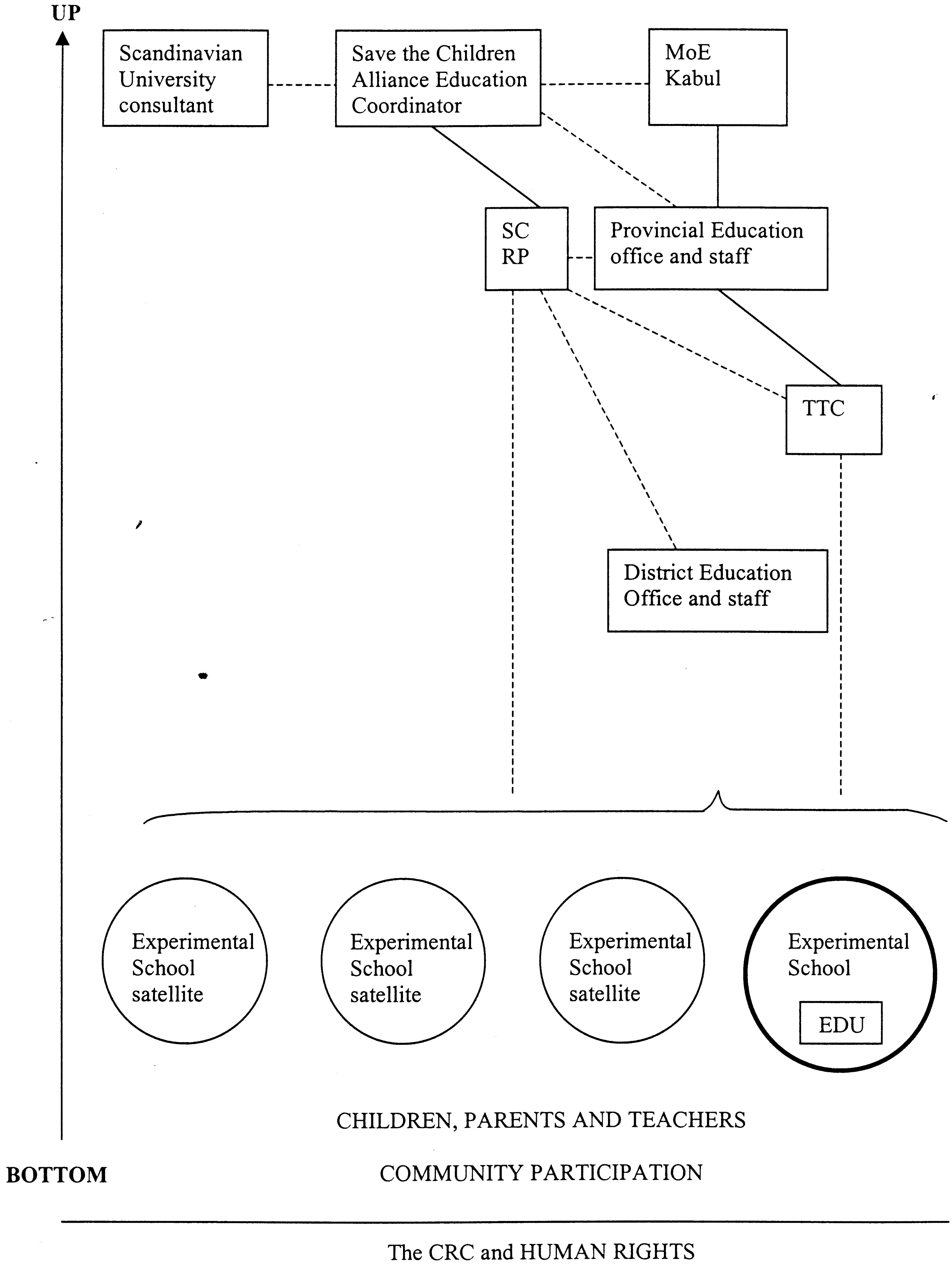
Model for experimental school based teacher education and classroom support



A Steering Committee will have the responsibility to make policy decisions on the project implementation and to monitor and do the overall follow up of the project. The Project Coordinator reports to the Steering Committee and is responsible for the day to day operations in line with project design and decisions taken by the Committee. The Steering Committe will have one representative from each of the SC-Alliance members who take active part in the project. Meetings should take place not less than each second month with a chairperson on rotation among the members.

6. Evaluation

The project will be evaluated in a formativ way from an independent consultant in education - consultancy company - with links to a Scandinavian University and experience from Teacher education. The consultant will according to needs support the project development. Formativ evaluation will be carried out on a regular base twice a year, together with training of project staff – in total 10 weeks per year. One period,in the beginning of the year (March - April) will be concentrating on seminars, training on small scale/action research, development planning etc together with staff. The second period (end of September – beginning of November) will be concentrating on following up activities and evaluation in the field followed by a workshop on reports from project sites analysis of outcomes and a project workplan for the following year.

In the end of project year 3 (2006) a more summative evaluation of the whole project will take place, to be able to give advise on continuation of the project, depending on findings, funding and the overall situation in the education sector in Afghanistan.

7. Implementation timetable

Short term (January – June 2004)
January: After decisions taken at Headquarters proposal to MOE and signing of MOU. Employment of Education Coordinator, Project Officer and three RPs.

February: Practical arrangement to purchase office equipment, vehicles etc. Going to the provinces to select districts/schools together with PEO / DEO and establish RP`s office under the name of "EDU" (Education Development Unit) at an experimental school or close to PEO`s office. (The EDU will include a small library with professional reference books and teaching aids.) Visits to schools.

March/April (mid March to mid April): Training of Project staff by consultant including workshop in the field.

April/May: Needs assessment including children, parents and teachers consultations. Action research/data collection together with community members.

June: Planning of activities together with schools and PEO/DEO (Activity Schedule)

Medium term (July -04 - December -06)

- Classroom support and school support visits
- Activities aiming at school development plans including data collection, action research and training of teachers and headmasters/principals at project schools.

- In continuos discussions with PEO/DEO develop school development plans, including strengthening of information and monitoring system within MOE.
- Training of experimental school staff on how to assist in teacher training.
- Planning together with PEO/DEO and TTCs of the use of experimental schools in in- service as well as pre-service.
- Training of teachers and teacher students on school development plans and activities, including methodology, practically tried out at experimental schools and closely linked to the implementation of primary school curriculum reform
- Demonstrations of activities and methods (life or via video) as well as seminars and practical exercise.
- In close cooperation with MOE/Teacher Training Department assist in the training of newly employed Teacher Educators.
- Plan for an international conference in Afghanistan on "Quality in Primary Teacher Education" in 2007.

Long term (2007 -)
Depending on results from evaluation in 2006.
International conference in Afghanistan on "Quality in Primary Teacher Education"

8. Links to other organisations.
Besides UNICEF and Columbia University, who have got the main responsibility to support the reconstruction of primary teacher training in Afghanistan, there are a number of potential cooperation partners, with an experience from the winter training program like CARE, BRAC and Swedish Committee (SCA).

SCA and Save the Children - Sweden have since many years a good relationship and activities together. SCA has a strong capacity in teacher training among their "school consultants", which have received training from Karlstad University in pedagogy and methodology. Save the Children is by this project starting activities in education but has a strong capacity in working with children and communities. The project will benefit from inputs from SCA in teacher training at experimental schools and TTCs in modern methodology to promote learner centred primary education.

Japan International Cooperation Agency (JICA) is supporting Save the Children - Japans program in education. JICA will support the MOE in the implementation of the curriculum reform for primary education and have proposed a JICA support for in-service teacher training which will go hand by hand with this project. Preliminary discussions have been carried out and both parts are interested in cooperation.

Equal Access has established a digital satellite channel, the "Equal Access Asia Development Channel", for the delivery of audio (radio) and multimedia information and education in South and Central Asia. This channel covers the entire country of Afghanistan and transmits information to inexpensive, portable satellite receivers. Equal Access has designed a project in conjunction with UNICEF and MOE to provide training to teachers in some remote and rural areas on the new National Curriculum Framework, as well as other basic teaching skills.

Afghanistan Primary Education Program (APEP) funded by USAID have different components. One is a Distance Learning which will use radio broadcasts to train teachers in modern teaching methods for use with primary schools textbooks. Implementation of this component is sub-contracted to Media Support Solutions (MSS), a British organisation.

The Equal Access and APEP projects will fit with the SC-A project as radio support at seminars and training of teaching staff at experimental schools and TTCs.

9. Budget

The budget is calculated for support to three provinces with four experimental schools in each province during three years. The first budget year - 2004 will include implementation costs like purchase of vehicles, computors, books etc., while the two following years will mean running costs and maintenance. The year 2005 and 2006 will also include an increase in training costs (including hiring of professionals from other organisations) and further development of EDU at experimental schools. Cost increase is estimated at around 3% per year. The proposed international conference in 2007 will need its own budget.

It is up to the SC-A members to decide upon which costs should be covered by whom. It is however important to keep a holistic alliance approach to the implementation of the project and avoid fragmentation.

I. Budget for project year 2004 in 1000 (t.) US Dollar ($):

A. Expat. consultants (10 weeks/year (including preparation and reporting)	35
Sub tot.	35 t. US $

B. Education Coordinator in Kabul (1.100 US S/month

including allowance costs)	14
Vehicle (50%)	15
Travelling	4
Training and workshops	5
Computor + printer + stationary + mobile etc.	2
Books etc	2
Radio communication equipment	2
Reserv + hiring of professionals	8
Sub tot.	52 t. US $

C. Education officer (400 US S/month

including allowance costs)	5
Travelling	3
Training and workshops	5
Computor + printer + stationary + mobile etc	2
Videocamera + TV + videotape recorder	3
Minibus	12
Driver (250 US S/month)	3
Teaching aids etc	1
Reserv	1
Sub tot.	35 t. US $

D. Costs per Province

Resource Person (400 Us S/month

including allowance costs)	5
Travelling costs	1
Vehicle	30
Driver (225 US S/month)	3
Training and workshops	5
Books	2
Computor + printer + stationary + radio communication equipment)	4
Copymachine, videocamera, TV,camera, radio	4
Reserv	2
(Sub tot. Per province	56)
Sub tot. for three provinces	168 t. US $

E. Costs per school

Training and workshops	2
Books	1

Teaching mtrl. including radio	1
Reserv	1
(Sub tot. per school	5)
Sub tot for four schools/province	60 t. US $

TOTAL: 350 t. US $

II. Budget for project year 2005:	
A. Expat. Consultants (10 weeks/year)	35
B. Education Coordinator	40
C. Education officer	20
D. Costs for 3 provinces	60
E. Costs for 12 schools	40
Maintenance	10
Cost increase (3%)	5
TOTAL:	210 t. US $

III. Budget for project year 2006:	
A. Expat. Consultants (10 weeks/year)	35
B. Education Coordinator	41
C. Education officer	20
D. Costs for 3 provinces	63
E. Costs for 12 schools	41
Maintenance	10
Cost increase (3%)	5
TOTAL	215 t. US $

GRAND TOTAL (2004 - 2006) 775 t. US $

B. Odin 15/12 -03

FEASIBILITY STUDY REPORT

The feasibility study has been carried out based on the workplan from 03-11-05 and an outline of the project design dated 03-11-04.

At provincial level the feasibility study has been carried out in provinces identified in the outline and according to criteria for selection:

CRITERIA FOR SELECTING A PROJECT SITE/PROVINCE

- Accessibility for monitoring from a SC office or suboffice
- Security
- Possibilities to recruite qualified RP for the province
- Overall attitudes of PEO and DEO staff
- What is available - possible inputs from MOE
- Provincial accessibility for teacher training
  Schoolprincipal and teachers motivation/committment to school development
- Standard of teachers not lower than average

The provinces visited have been Bamiyan province and Kabul province. In the workplan even Nangarhar province was included but due to security problems during the planned visit it was not possible to go there. In March the province was visited by the consultant during the mapping exercise and discussions took place both with the PEO and the principal of the TTC as well as the principal of the experimental school and some teachers at that school and a few other schools. This time mr Yoseph at the Jalalabad suboffice has been asked to take new contact with relevant persons for discussions and report back to Kabul. The preliminary oral report from these discussions is positiv.

In these provinces the above menthioned criteria are met even if the situation close to a Loja Jirga about a new constitution is tense and hopefully just temporarily effects the situation.

The standard of teachers for primary differs from district to district but in general, according to the research done by Amir Mohammad (SCA) the average teacher has got grade 11 and just 2% of the teaching force have got pre-service training at a college for teacher training. The standard of the teaching force met during the feasibility studie was in line with the report from Amir Mohammad.

The discussions have been concentrating on a a number of essential questions in accordance with the workplan. All meetings are reported seperatly by province in the annexes (A - C) to this report as well as the results from a small scale research on "learning" including children, parents and teachers consultation (Annex D).

The study at provincial level has made it clear that there is a big need for professional development at all levels including support to educational planning, monitoring and reconstruction of educational infrastructure. The training of teachers and heads provided by different organisations during the last year was appreciated but far from enough (see annex to mapping report).

The feed back on the outline of the project design is very positive. "It is a logical plan" (PEO). "We would be happy to see it implemented in my district" (DEO). "Do not forget us" (School principal).

It was obvious that the MOE staff at PEO and DEO have very limited resources. Inadequate buildings, furniture, equipment, transport, communications, office supplies. Non-salary budget does not bear any resemblance to needs. In the provinces and districts visited there was no written guidance on procedures and guidelines. If the older generation which is now still on duty leaves before a younger staff is trained the practical knowlege of how to operate the systerm might be lost. The system which was standardized before the wars have continoued to be in use. Provincial staff face additional difficulties in their capacity to plan, deliver and monitor complex educational services.

It is thus important that SC as an NGO works with the MOE to support their efforts at provincial level to manage their jobs. It is obvious that it is not SC who will select the schools which will be used as satellite experimental schools for teacher training even if SC has got some ideas. The decision should come from the PEO about districts and the DEO must have his/her saying about the selection of schools. This will have to be underlined in the project design document.

The small scale research on "learning" where the same questions were asked to teachers and children indicates that teachers know in an abstract way what is expected from them, but when children describe what is actually happening in the teaching - learning classroom situation the teachers abstract knowledge does not materialise in practice. Once again it becomes more and more clear that there is a big gap between theory and practice in teacher education which has to be filled before improvements in the quality of primary education will take place. The project design is hopefully effective to implement this link between theory and practice.

The feasibility study also illustrates the importance of not taking on to many schools in the three provinces. Not more than 4 will be recommended to be able to work on quality improvement in depth to cater for professional development and school

development planning to improve practice that promotes all childrens full development and inclusion. Topics for action research on inclusion and children with disabilities should be suggested in the project design. The recommendation made in the mapping report about children with disabilities are still valid, and should be carried out by an expert in special education re hearing and visually impaired children.

It will be difficult to include early childhood development activities in the beginning of the project. It is recommended not to take on to many issues in the project plan but to concentrate and depending of the outcomes from year one maybe change the plan and include also other activities when a new curriculum for primary is in place.

At central level the consultant has carried out discussions with relevant organisations re initiatives in quality issues. These meetings have resulted in suggested cooperation with different organsisations as potential cooperation partners. It was learned that UNICEF and Colombia University will have an essential role in the reconstruction of Teacher Training Colleges in Afghanistan and thus will be an important part to cooperate with.

Discussions have taken place at UNICEF with dr Richard Navarro (chief of education/UNICEF) and Muhammadi Gul Wahidi who is now working close to mr Hayat (General Director Teacher Training Department MOE) to plan for future teacher training in Afghanistan. These discussions were very positive and it was stressed that the SC project design was very much in line with the plans within MOE.

Mr Hayat was also of the idea that there will be a need for satellite experimental schools in the provinces, and where there is no Teacher Training College for the time being there is a plan to develop an Education (Teacher) Resource Center at a suitable school to be used for teacher training in the province capital.

A meeting to present the project design more in detail and give feedback to MOE and UNICEF took place on Sunday 7/12 -03. It was then underlined that the MOE would appreciate a proposition in accordance with the project design and would like to see the plan to be implemented.

ANNEX A

Title: Field Mission Report
Purpose: Feasibility Study
Place: Bamyan
Duration: from 9th – 12th November 2003

Bamyan city is the center of Bamyan province situated in the central region of Afghanistan, consists of seven districts has been visited by SC-A's Consultant Dr. Bjorn Odin for the purpose of feasibility study, from the areas. The whole field trip's tasks were successfully implemented and all discussions seemed positive with PEO, DEO, headmaster and some teachers both center and remote areas

1- provincial education office

Discussións with the Head of PEO in Bamiyan province - mr Muhabi and visit to two primary schools Mulayan primary school and Sur Khdara primary school 11/11 -03

When visiting mr Muhabi I explained the whole idea with the project and he found the idea logical and helpful in the direction for development of the afghan education system and teacher education reconstruction. His experiance was positive to experimental schools and he fully supported the idea of having sattelite experimental schools in more rural and remote areas. As he could see it is a big need of training for the teachers, headmasters and principals in his province to become more professional and a big need for support to plan for and rebuild the educational infrastructure at provincial level. (In the future there might be a TTC in every province according to MOE/mr Hayat and mr Muhabi)

There was a very poor office, with almost no stationary and documents. Just a desk and a calender for the Head of the PEO was observed and no equipment for communication. When asked about possibilities to have an office for a RP he told that there was no exta space but that such a person would be more than wellcome to sit together with him and his staff each and every day. He much appreciated the discussion and would very much like the project to be implemented in his province after decissions taken within the MOE in Kabul.

2003-12-17

Quality of Primary Teacher Education ("QUITE") A project in cooperation between the Ministry of Education and Save the Children in Afghanistan

1. Background

Education is not only a fundamental right for every child. It is also an important part in helping children to develop the skills which enable them to cope with life´s challenges and to be able to become active contributing members of the Afghan society. Save the Children´s approach to education is based on the UN-policy in the Convention on the Rights of the Child (1989).

Article 29, paragraph 1, of the CRC not only adds to the right to education recognized in article 28 a qualitative dimension which reflects the rights and inherent dignity of the child but *"it also insists upon the need for education to be child-centred, child-friendly and empowering"*. It also states that *"Every child has the right to receive an education of good quality which in turn requires a focus on the quality of the learning environment, of teaching and learning processes and materials and of learning outputs."* The importance of surveys is noted as means to provide an opportunity to assess the progress made. The CRC also makes it clear that all forms of physical punishment are unacceptable.

Education is of critical significance for long-term social change for a better and more peacefull situation in Afghanistan and sustained realization of children´s rights. As a UNESCO report ("Learning: the Treasure within" 1996) was putting it in words: Quality in education is built on four goals or pillars: a) Learning to know b) Learning to do c) Learning to live together d) Learning to be. To be able to reach these goals and the whole worlds commitment to implement the policy of the Dacar Declaration "Education for All" (2000) not later than 2015 it is necessary to create and develop a professional teaching force and an infrastructure for the education system in Afghanistan.

The overall discussed issues with the head of Bamyan education department seemed positive, all explanations, suggestions, and future planning regarding education development, cooperating with educational institutions in the current era have been interestingly welcomed by him. According Mr. Muhebi during 23 years civil war all cultural, educational infrastructures have been collapsed, majority of people particularly young generation have been harmed to the greatest extent, they have lost all educational possibilities, so we hope that these sort of projects will address the fundamental needs of this people and provide a ground for strengthening capacity, improving access to better education, more ever he promised to stand sincerely and support the projects from the side of PEO and would not spare it the future.

We discussed sites and schools. We agreed upon that when a MOU (Memorandum of understanding) is signed between the MOE and SC-A it will be the correct time for further discussions and decissions of the sellection of districts and schools.
He said that we were wellcome to use any of the schools visited and menthioned two more primary schools not far away from the center, which we later on visited together with one of his staff members.

The visits were made together with an official at the PEO just after the discussion with the Head of the PEO. These schools were closed and no headmaster or teachers available, but as the PEO had menthioned earlier it would be possible to use any of them as a sattelite experimental school, not too far from the center. They were both in just 10 minutes drive from the center of Bamiyan center. One of them might be usefull.

The Bamiyan province i feasibel.

2- District education office

Visit to Sheber district DEO (Ghulam Sakhi) and Shinbul Girls Primary school in Bamiyan province 10/11 -03

The school is newly constructed with the assistance from Japan. The distance to Bamiyan town is a lttle bit more than one hours drive along the main road. (See map and photos). The school was just about to close and then open up again in the beginning of February. There is one more primary school under construction in the same district by SC -J, probably ready in 2004.

A discussion with DEO and a small group of teachers came out with very positive attitudes towards a cooperation in line with the projectplan. Even if the school is called a Girl school the classes are mixed (grade 1 - 6). The headmaster is a female but most teachers are male. A majority of the children are girls because there should not be too far a distance for the girls to walk. Many boys have to walk to a school further away.

Many children are now coming to grade 1, but some will not continue according to mr Sakhi. There are up to 50 children in lower grade classes. Both the DEO and the teachers menthioned a big need for in -service training. There is no formal parents organisation or something like that, but the parents are showing a big interest in the school.

The school would be feasible as a project site.

Sheber district is one of the seven districts of Bamyan province which SC-J is carrying out welfare activities providing shelter constructions for schools (one fully constructed and one under construction) also visited by Dr. Odin, fortunately succeeded in a comprehensive information, agreement with the head of DEO Mr. Ghulam Sakhi after informing him about future plans.
So as to make known all educational activities he specifically pointed to Shinbul Girls Primary School which he has a strong influence and domination (due to being close to the school activities and having office in the school) described that Shinbul girls primary school established three years ago but the students were studying under tents and trees then the school's building constructed by Save the Children Japan, this year fortunately 280 students (200 female 80 male) were busy with their studies from grade one up to grade six that was being run by one female headmaster and seven male teachers. However most of our teachers are not professional just studied till 9-12 grade but the achievement according to circumstance was not so much bad. Mr. Sakhi added that the whole requirements would not be provided overnight but we will appreciate any kind of coordination regarding educational and technical issues to restore our educational levels improve our teachers capacity in training, learning skills and methodology.
How ever some NGOs are providing aid to the community of Bamyan and surrounding districts but the UNICEF was the only agency, which assisted Bamyan teachers through a workshop last year, which included 90 teachers (15 female the rest male) from Sheber district too. In addition he appreciated children's talents and hard working due to being a few amount of them fail this year in the whole school, and community interest, encouragement towards education and children improvement. However there's not any direct communication with children's parents but I am sure they encourage and support all our activities " he added".

3-Headmaster and teachers

Meeting with headmaster (Ghulam Hussian Sharifi) and two teachers at Quaranto primary school in Bamiyan province 11/11 -03

Qaranato an area located one and half hour drive away from the center of Bamyan province including 1300 houses in four small villages with one primary school which was recently constructed by SC-J, visited by Dr. Bjorn and talked with the headmaster (Ghulam Hussian who worked tow years as a teacher, tow years as a headmaster) and teachers through his future plans, and raised to know first their activities in school, Mr. Ghulam Hussian thanked Bjorn for his precious ideas, project and said: Qaranato primary school's building constructed by SC-J which has eight classrooms, one office, one store. 224 students both male and female were thought by 8 teachers from grade one (50 students) two (55) three (47) four (35) five (25) until six(12) grade. There is a great need for professional, experienced teachers because our teachers are not well qualified, just studied up to 10-12 grades. However UNICEF workshop helped our teachers about some basic elements such as methodology, mine awareness, and health education last winter, but still they have serious problems with math, science and English subjects, unfortunately neither government nor NGOs paying attention to these crucial matters due to our location far from the center.
Finally he emphasized about some more coordination with Qaranato people and teachers and requested to do not forget these people in the project because they have been forgotten during long time

The school is in a remote area to the west from Bamiyan city. It is located at a high altitude (cold climate area). This is a new school constructed by SC – J. (See map and photos) Children are walking far distance to the school from different villages in the valley. There is not a single vehicle in the valley. Not very far from Qaranto school and along the road SC – J is constructing an other primary school (Sheberto primary school).

Interested in all sorts of training. Training is highly needed. "We are not professinal teachers". What they find most difficult is teaching mathematics and english but they alsy need general methodology.

The headmaster was much interested in schooldevelopment and headmaster training. The community was supporting the school by doing different work. It is an area with poor people, so even if they can´t help with money they are interested in the school and supportive. They are proud of their new school (and the new mosque).

"We are a bit far away – nobody is paying attention to us – please don´t forget us" was the last words from the headmaster as we left him and his school.

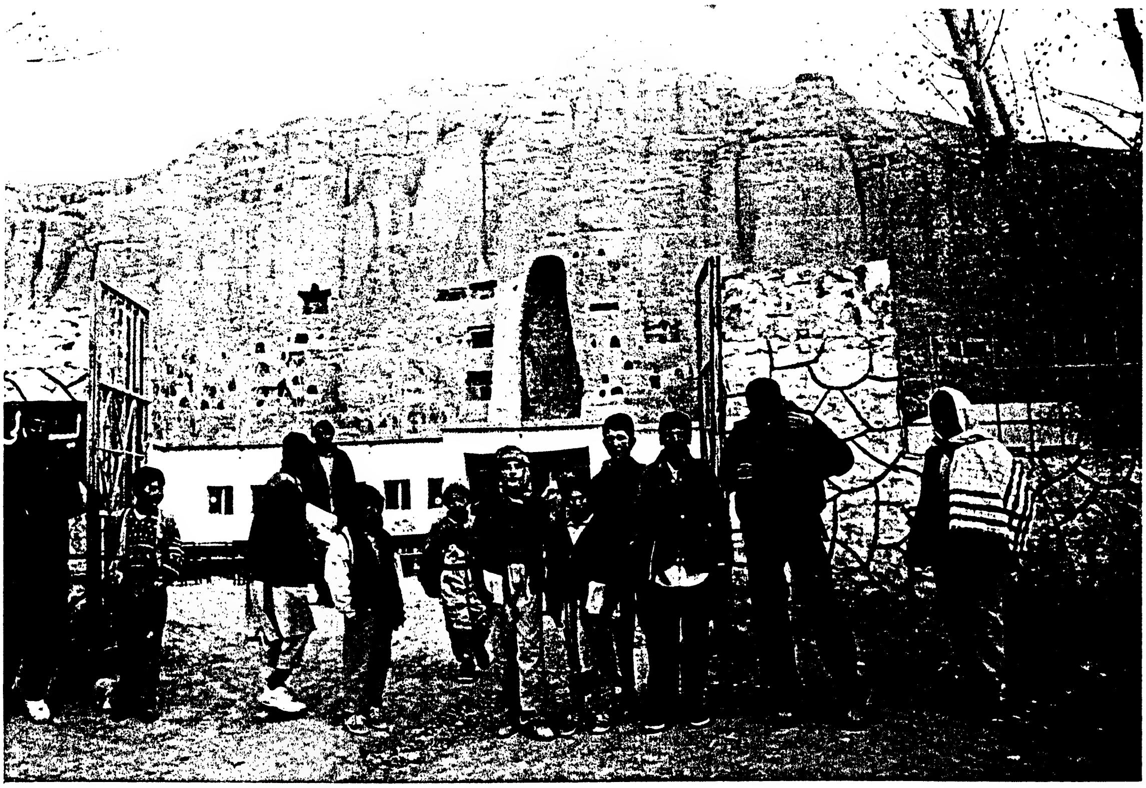
The school would be feasible as a project site.

Visit to Bamiyan Central Boys High School in Bamiyan province 11/11 -03

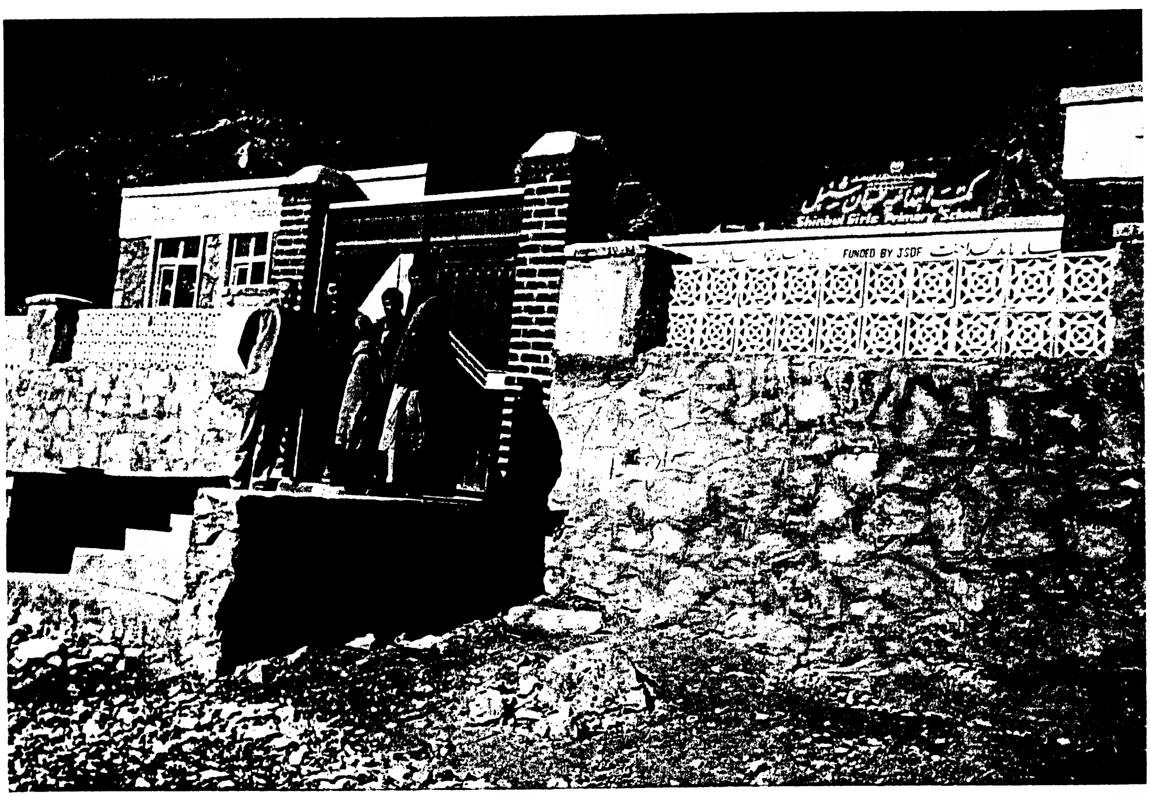
The school is located close to the PEOs office and is used for in-service teacher training. E.g. last winters training program. The school is a highschool with students from grade 1 to 12. Many of the teachers we have met have been to this school for their own secondary education. To use this school as an experimental school would also create a possbility to make the teaching profession more interesting for students in the secondary. (There is also a newly constructed Girls High School just 10 minutes drive from the center of Bamiyan city).

The school has got classrooms big enough for demonstation purposes. There are also shelters outside and benches for mor than 200 teachers.When the teachers from the province are on training they are accomodated in different hotels in town. For expats coming to Bamiyan there is a hotel called Bamiyan Hotel close to SC-J office with a restaurant and 11 double rooms + a few extra for use during summer time.

The Central Boys High School would be feasible as an experimental school



Central Boys High School (Bamiyan)



Shinbul Girls Primary School (Bamiyan)



Mulkian primary school with PED official (and Hadi)

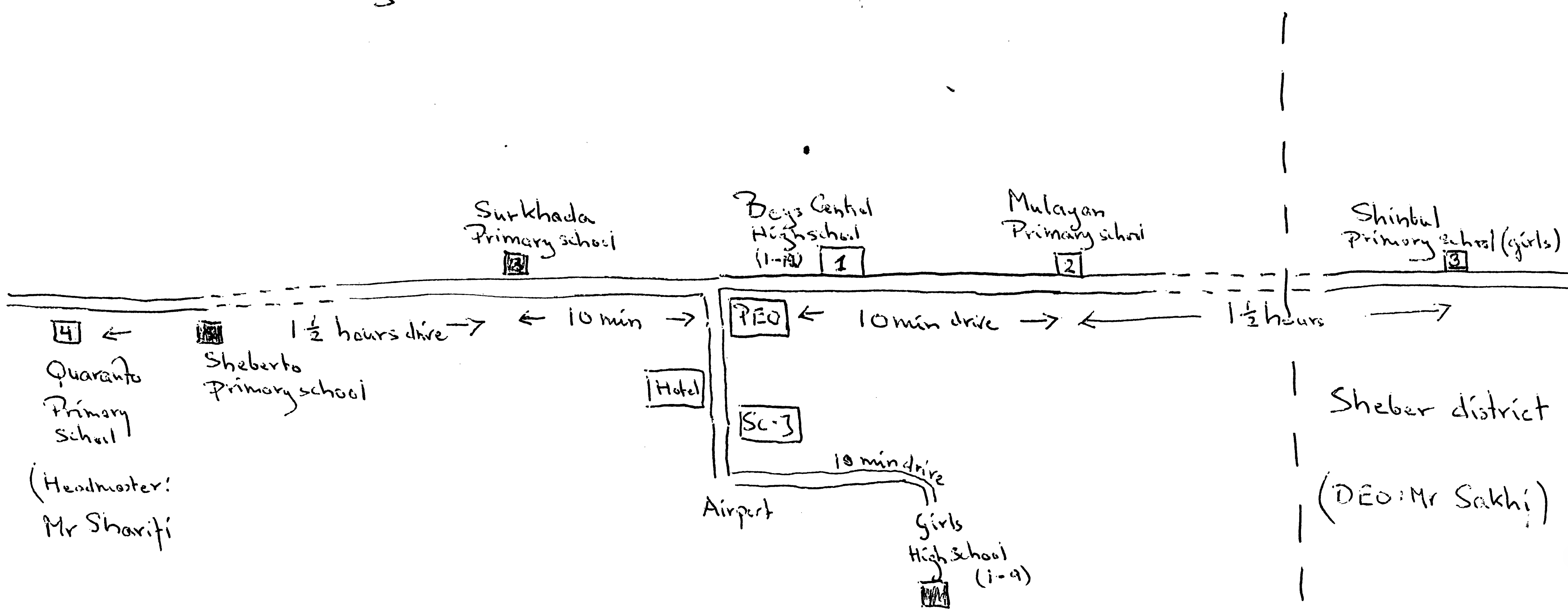


Quaranto primary school / Two teachers and headmaster ↙



BAMIYAN PROVINCE

(PEO: Mr Muhabi)



1-4: Suggested experimental schools (2-4: "Settelites")

Bamiyan: Feasibility Study Field Visit (9/11 - 12/11 -03)

Feasibility study - Nangarhar province

Although it has not been possible to go to Nangarhar due to seccurity reasons the province was visited by the consultant in March -03. The results from some of these discussions and visits, which then took place are here used for feasibility reasons.

From a discussion with PEO / Deputy chief of Education Department (Muhammad Rahim) we could learn that he was of the ideda that teacher traning was important for primary school teachers in his province and there was a need of new, well educated teachers to come into the system.

He was saying that teachers don´t have knowledge about modern methodology. When asked he was not able to tell what difference it would mean for the students. We discussed an observation made during in-service, where a role play activity was totally wrongly understood and just created confusion. It is not just to learn a new technic but too reflect upon qustions on how learning takes place.

During the discussion he many times came back to the question of Home schools, (which are not under the MOE), saying that he did not like that idea and that all schools should be under PEO control.

Two discussions have taken place with mr Mohammadi Gul Wahidi, UNICEF. The first one in March when he was working at the UNICEF suboffice in Jalalabad and the second one in November, when working at the Kabul Headquarter assisting mr Hayat at MOE. About Nangarhar province he was saying that many more teachers are needded in the province. He menthioned that there are now around 2 500 primary school teachers but there is a need of approximatly 4 000.

For the time beeing 200 male and 100 female primary teacher students are in pre-service training in Jalalabad Pedagogical Institut and they are in for a long time to be trained, which means that the production of new teachers is very low in the existing system. There are plans to again have a Teacher Training College in Jalalabad as it used to be before the Sovjet regime. (The same will probably happen in Laghman and Kunar provinces.)

Most well educated teachers from that long time ago are now coming close to retirement. (Wahidi and Roza Gul were teacher educators at TTC at that time.) Now only 10 % of these "well educated" primary school teachers are still in the teaching force. At that time the experimental school was running as a model and in the same compound as the TTC. Now it is running but not used that much for teacher training as before. The buildings are in poor condition. Classes were observed in March and a discussion was also taking place with headmaster and some teachers, who were teaching their classes outside the school building. (See photos)

When discussing the project design in November mr Wahidi was much in favour of the idea to link theory with practice in supporting experimental schools, both in town and in rural areas. He was saying that the design was in line with the ideas within the MOE.

According to the principal ot the Jalalabad Pedagigical Institute the experimental school has now been used only for practice during the last 4 years. Different programs for primary teacher education are run at the Institute both in-service and pre-service. Sometimes a highschool in town is used for in-service.

During the last year of pre-service training the teacher students also go to other shools to make observations, which later on are discussed with the teacher educators. Department of methodology is also discussing methodology with experimental school teachers. The teacher educators are responsible (?) for both subject knowledge and methodology.

There is a big problem to recrute people to become teachers. The salary is too low. The student will have hostel an food without costs during their studies. A Kindergartén would be needed for female staff. There is a lack of communication equipment. (Japan have "promised" a vehicle".) Three persons in the staff of the Institute have some command of english laguage. No library could be observed. There would be a capacity of educating 500 teacher student in Jalalabad, if given new possibilities and directives from MOE.

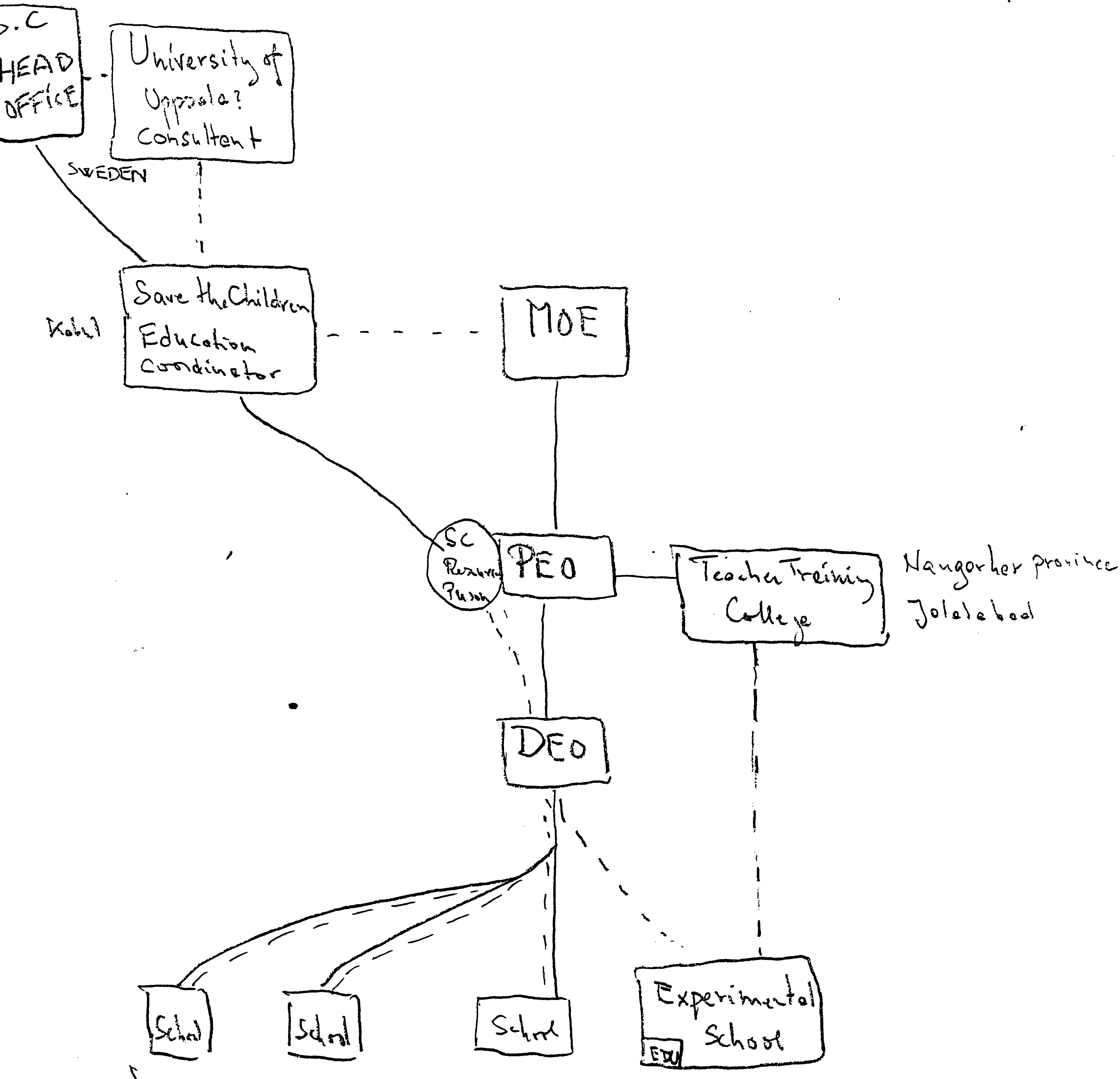
In the province 70% of primary school education takes place in open air. There are 90 Home based schools. Some (12?) are supported by SC-S. Two of them were visited during March, approximately 1 hours drive from Jalalabad.

The schools visited were Deh waleed school and Qila-e-shahi school. They were both in the open air. SC-S is supporting them with teachers salary, textbooks and a simple blackboard. The first one has got a governmental school not far away but the local shura has decided to have this school running to have it closer to the homes of the children.

At both schools the children study math. pashtu and religion. The school starts at 08.00 and ends at 12.00. After that they will have homework to do and the girls will have to assist their mothers at home, while the boys have more time to play. (Photos from the schools will be added in Sweden).

In the second school the teacher hade grade 12 + teacher education. (No information about the first one). If this is the case also in other Home schools there is no differens in educational background between Governmental schools and Home schools. SC-S has also conducted workshops at their office as in-service training.

SC support to Experimental Schools for Teacher Training



2 Satellite experimental
primary Schools (in rural areas)
(+ 1 primary school in Jalalabad)

↑ ↑ ↑ ↑

Community participation

EDU = Education Development Unit
with a small library and teaching aids for teacher training

Odin -03

The knowledge in simple mathematics was tested oraly in both schools and the answers were satisfactory according to the consultants possibility to judge and what could be seen from the teacher.

Nangarhar is feasible as a province for the project, but we still are waiting for more information from SC-S suboffice in Jalalabad.

ANNEX C

KABUL PROVINCE

Title: Report
Subject: Education
Date: 17/11/03

Abdul Qudos Ikhlas who is the head of Kabul provincial education office sat together with SC-A's Consultant Dr. Bjorn Odin in a friendly discussion regarding teacher education and training at the future project, which had been clearly explained for him and requested to share the opinion and information. Head of DEO appreciated all who function to improve education level in Afghanistan and counted them as a sincere friend for afghan people, and started to address about Kabul and it's fourteen surrounding districts needs, teachers, and students' numbers as following:

- Chahar Isyab district 6300 students, 150 teachers
- Surobi 5300 students, 107 teachers
- Bagrami 15583 students, 347 teachers
- Qarabagh 7300 students, 142 teachers
- Dehe Sabaz 9000 students, 205 teachers
- Shaker Dara 10800 students 238 teachers
- Istalef 3000 students 44 teachers
- Kalakan 3300 students 87 teachers
- Ferza 2500 students 62 teachers
- Mer Bachakot 5200 students 98 teachers
- Guldara 1300 students 18 teachers
- Mosi 3300 students 80 teachers
- Paghman 389 teachers (without mentioning the students' numbers)

More ever he said we will support all sort of your activities and much interested in common contribution regarding strengthening education bases in the country and added to cover in the project, all the districts if possible, otherwise the districts which are really in need of help and assistance, and it should not be covered so close to each other.
In addition he recommended Shaker Dara district as a proper one for the project due to it's logical requirements, suggestion of experimental schools establishment both rural and urban areas have been interestingly appreciated by him and counted this project as effective step to teacher education improvement. Eventually he spoke about contact links between PEO and DEOs that they have a regular meeting in the PEO's office at 25th of every month in order to discuss about education issues, finding out the solutions when there is problems and planning for further activities.

Discussion with two head of DEO (Kabul province) 19/ 11/ 03

Mer Bachakot district (where we had child consultation at Shi Khan Secondary School the day before) to meet Mr. Kawja Mahtabuden chief of DEO

Istalif district to meet chief of DEO Mr. Meer Akber Shamsi

Questions:

1- How many teachers
2- Teachers need for training
3- Headmaster principal need for training
4- Experience from last years training – outcomes observed
5- Contact links between PEO and DEO
6- What does PEO do when visiting school
7- Mention one other districts than your own where there's a big need for support in training

Regarding above questions Mr. Khawja Mahtabuden said: there are 98 teachers (who studied up to twelve grade and a few have master degree) and 5200 students who are studying from grade one up to twelve in the whole schools in the district. There for I think there's a great need for training to improve teachers' capacities and learning some more skills and methodology in order to be more effective in school. How ever last year simenars, workshops especially MOE's program for the in-service to study thirteen class and completed half of that , were not without benefits but that would not be sufficient to fulfill their needs and requirement. In the other hand there was a especial workshop two weeks ago in Mer Bachakot district for all Shamali's headmaster and principals about some basic principles, rules and managements but they are still in need of more things to learn in order to run school in a better procedure. Our regular contact and meeting with PEO in 25th of every month in Kabul helped us to find out solutions for the problems while we are facing during the time, or when they are coming to observe schools and mentioning us about some defects . though all the districts need training support but Guldara (which he is also the head of education department for that district) need urgent training support due to teachers' weakness, and being unqualified for teaching.

****

Mr. Meer Akber Shamsi who graduated from teacher training college of Kabul university claimed that he is a professional person in education, and brought all the teachers from different places and jobs back to school, answered about all above questions as: there are nine primary, two secondary one religious, and one high schools with 2800 students from grade one up to grade twelve, including 47 teachers (eleven femal) who were studied till twelve grade, receiving 1600 Afghani salary per month without any transportation facility and walking a long way on foot to arrive school and these factors caused that they are much interested in school because they look forward to have something for life as well,

The children of Afghanistan have suffered from more than twenty years of war and an almost total break down of the school system including teacher training. There is a great need for reconstruction. The Save the Children Alliance is prepared to take on a part of the task, concentrating its efforts on the quality of primary teacher education.

The mapping report "Quality of Primary Teacher Education in Afghanistan" (Odin, 2003) and the outcomes of different workshops in the second half of 2003, together with other information clearly indicates that the quality of primary teacher education is poor, both in-service and pre-service and there are too few opportunities for proper training. The training is not enough coordinated. The support to and monitoring of schools and teachers is too weak. Planning and evaluation systems will be needed and has to be further developed.

These factors effect the situation in the primary schools where children don´t learn, what they are expected to. A traditional old fashioned top-down approach stops local/school-based ideas and action regarding teacher education and the communities are not involved in quality issues. According to research carried out by the afghan scholar Amir Mohammad Mansoor the average primary school teacher has only got grade 11 as his/her educational background and only 2 % of the teaching force have got pre- service teacher education. These outcomes from his research are backed up by the observations made from Save the Children´s consultant in education. It is thus a great need for in-service professional training. The "Back to School" campaign in Afghanistan has been sucessfull but now there is a big need of more primary school teachers - well trained to cope with the situation with many children in each class.

The term in-service often means short education courses or seminars provided away from school. Professional and staff development express more the idea of comprehensive development, which may include training, ongoing support, career growth, incentives etc. In this project the concept teacher education and "in-service" refers to the full range of life-long learning activities, by which teachers, headmasters, DEOs, PEOs and other school staff should be able to extend an develop the professional competence and general understanding of their roles and tasks. It includes both guidance on the job and programmes undertaken away from the job site.

When it comes to pre-service the consultancy is strongly supporting the idea of a short intense pre-service teacher education at TTCs (3 - 6 months) followed by "School-based studies/teaching practice at schools and then back to college for an other term of "College-based studies" etc. (See mapping report). This model will have the following advantages compared with traditional teacher education:

- It will link theory with practice
- It will concentrate on methodology. - What makes children learn?
- It will create a situation where teachers reflect on what they are doing
- It will be a part of life long learning process and upgrading of teachers

How ever they would like to improve their education level and find more abilities for teaching but they emphasize about some movements regarding their life comfortabilities, same as the case with the headmaster, principals who walked long way to Mer Bachakot district for participating in the workshop and gaining skills about different aspects. Or when we are supposed to participate in the meeting with PEO in every month in order to share ideas and plan for further activities, need to walk to the main road, rent a taxi for meeting participation. The PEO once or twice coming for observation in the schools per month to see the on going activities, checking teachers, students presences and sitting together with the teachers about guides and directions. Though he counted Istalif district as a burned one during Taliban regime and in need of training support but finally he addressed Khak- e- Jabar district for the project.

Title: Meeting Report

Subject: Education

Date: 3/11/03

SC-A's consultant Dr. Bjorn Odin thanked Mr. Aminullah (the principal of Sayed Jamaleden Afghan primary/secondary experimental school) for providing the opportunity to search more about education quality and levels in a meeting with him on Monday morning. In which Dr.Odin raised to know the principal's conception from experimental school.
Mr. Aminullah welcomed him and counted the meeting as memorial occasions in his life, then came through the point and said: it's well known matter that this is the only experimental school with 1200 students in all around the city and as well experimental schools are the backbone of both teachers and TTC because it's the linkage point between theory and practice, and a fertile ground for learning methodology and other necessary skills.
More ever he talked about some serious problems of school particularly (lack of materials for both library and libratory, shortage of enough experienced teachers to expand the departments, and lack of government attention). During the meeting he had shown a small room which was covered by some chemical, biological and physical initial materials which were provided by the students, to prove his claim that they have not a libratory for the students to know practically the elements which they are studying about, in school.
Regarding the question about his criteria for employing teachers in school, he said we have two fundamental criteria's: first they have to give a sample lesson to prove his ability for teaching. Second those who had graduated from the university with good marks.
In answering about parents involvement in education process, he said here is a communication commission to communicate with student's parents while here is a serious problem with a student, and Mrs. Shahpari a teacher for chemistry and biology subjects, who worked more than twenty years together with principal is the head of that commission with four other members, and it's not the only commission, we have totally seven other commissions as well in the school. Responding to this question that is there any relationship between these experimental and provincial experimental schools? The principal who has been for six years a principal in one experimental school in Konduz, said defiantly sometimes we have seminars

for sharing ideas and experiences to find out the solutions and a better way for future programs. In addition he spoke about the linkage between school and kindergartens and added: that here is just one kindergarten for school teachers even not for the in-service teachers and we have not any student to know what kindergartens is ,most of them are coming in school after playing and walking in the streets and it increased the difficulties to bring them under regulations

However, the problems are a lot but we are trying our best to put a step forward in education in order to make our programs dynamic and interesting. According to him since long time up to current time we continued the process of sending 5-10 teachers to observe another teacher's teaching and noting the positives and negatives side of his/ her teaching then mentioning him/her about their weakness.

More then this meeting Dr. Odin observed two classes with some materials which were provided by the students, during their studies, including a hall with capacity for 500 persons. And promised to continue the relationship in the future.

Title: Meeting Report

Subject: Education

Date: 23/10/03

SC-A's Consultant Dr. Odin visited Mr. Sayed Sher Ali Poya(v ice principal of Sayed Jamaledin Afghan teacher training college) on Thursday afternoon. It was planned to visit the principal, but he was called by Minister of Education on the time of appointment.

How ever, many questions were in plan to ask, but Dr. Odin showed a great interest to know first their activities in the college.

Mr. Sher Ali Poya mostly welcomed Dr. Odin and said: here are seven departments including one experimental school (till 9th class) that in these departments' 1300 hundreds students training process is going on, that they're studying 60% subject knowledge and 40% professional subjects and half the students belongs to the pre-service and half of them to the in- service programs. Totally they're studying four semesters (three semesters theory and just three weeks in the last semester practice) during two years.

More ever he spoke about the problems of college that nowadays we're in the lowest level of facilities, majority of our laboratories aren't functioning due to lack of materials, modern equipments, and there is a need for professional and experienced teachers to train the students in a better way.

Regarding this question that, what are your criteria for employing teachers in this college? He said the teachers should be qualified and have academic backgrounds with enough experience of teaching; in addition we have a commission to test him/her while he/she is giving a sample lesson in the commission.

For answering to the question what is your solution to create a closed link between theory and practice? He said, of course not because it relates to the circumstance and level of facilities.

In a few remaining minutes of meeting he responded this question that why the other colleges are in priority rather than teacher training college and students are enthusiastic to go to those colleges? He said, because the teachers don't have good salary and important position in the society and as well it belongs to the government's policy especially the policy of education's ministry to bring some important changes in this issue.



Sayed Jamaludin Experimental School



Principal and [illegible]



Class



Mr Khawja Mahtabuden (Head of DEO) Meer Bachakot district with teachers from High School (background)

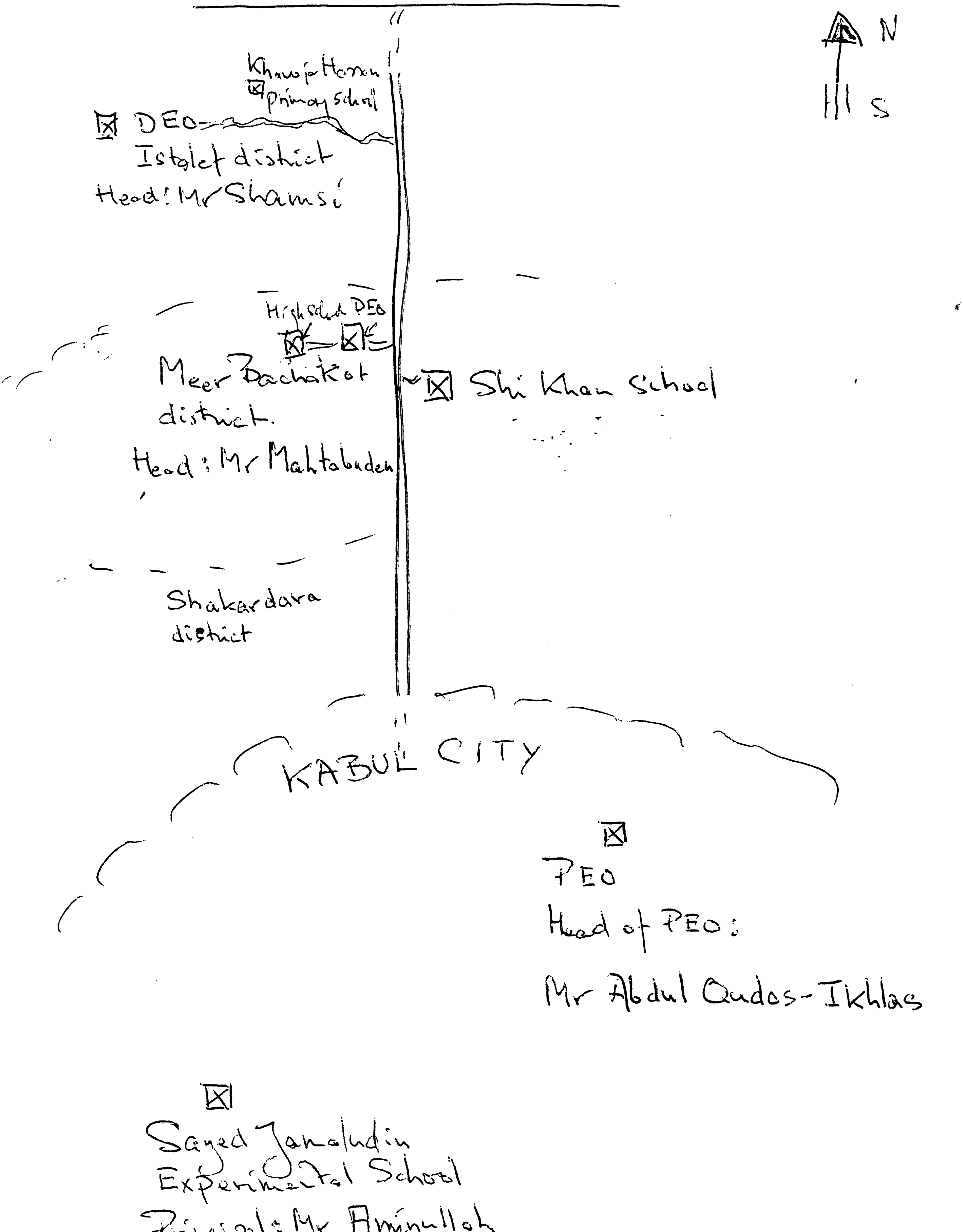


Shi Khan Primary School with teachers and children



Mr Meer Acbar Shamsi (Head of DEO) Istalef district in his office

KABUL PROVINCE



Kabul Feasibility Field Study. Nov-03.
dr Odin

ANNEX D

B. Odin 6/11 –03

CORE – QUESTIONS ON LEARNING in CONSULTATIONS WITH CHILDREN, AND TEACHERS

The same questions to be asked to all the three categories – refrased according to the "understanding" of the group and from written to oral questions.
We will concentrate on the WHAT? HOW ? WHEN? WHY? questions about learning
We will need some background information:

A: Urban area or rural area B: Female or male

CORE – QUESTIONS:

1. WHAT is important to learn for a child

a) Things which a child is learning outside school
Give three examples: ……………………………………………………………..
……………………………………………………………..
……………………………………………………………..

b) Things which a child is learning at school
Give three examples: ……………………………………………………………
……………………………………………………………
……………………………………………………………

Which are the three most important subjects at school – and why do you think so
1. ……………………………. 2. ……………………….. 3. ……………………………

2. HOW does a child learn
Make a ranking of the following suggestions - add your own suggestions
a) By repeating something told
b) By seeing/watching
c) By doing
d) By listening
e) …………..
f) …………..

2.WHEN does a child learn
Try to identify when on a scale between the two extremes in each couple you think learning will best take place

a)
when punished — when treated friendly
I---I

b)
when the child understands — when memorizing by heart
I---I

c)
when playing — when sitting disciplined
I---I

d)
when asking questions to teacher — when asked questions
I---I

e)
when teaching is "abstract/academical" — when linked to own experience
I---I

f)
classroom situation does not matter — clean and nice classroom matters
I---I

4. WHY is learning important
(Explain and discuss the following items and then ask for ranking of the three most important items)

- Learning to do to gain skills and manage social and work situations in teams
- Learning to be a respected muslim and to develop one´s personality
- Learning to live together with others in peace and mutual understanding
- Learning to know (broad general knowledge + opportunities to work in depth)
- Learning to learn (to benefit from future education opportunities)

Child Consultation at Shi Khan ___ School

(Mer Bachakot district) in Kabul province 18/11/03

24 children from different classes were consulted 2 hours, age = 10 years old. After presentation the children were directed in to four groups, group 4 = girls group. One consultant was discussing with the child, and asking questions while one was together with Hadi taking notes from the answers. After group discussions teachers and headmaster were interested to be in the classroom but not allowed. I asked the headmaster if he used group work methodology at his school and he said" yes" but when asked the children said " no". A difference between the children perception of classroom reality and what teachers say(or do they know what they are expected to say)but don't know how to do it. Children were saying that sometimes the teacher helps children individually in maths but that is the only exception of mainstream methodology.
Notes on children answers from Hadi as follows:

- We need a separate girls school in our village because it is difficult to come in Shi Khan school due to some believes, for learning knowledge, moral, good behaviors which are significant for us.
- Education is the thing, which we want to compete our rivals with it, and help to our people with this important thing.
- Providing kindergarten can fasten our learning process because parents do not allow us to go to school because of small babies
- We are learning outside of school tailoring, calligraphy, carpets waving, helping the family etc.
- Going to the mosque learning some beneficial things, how to respect and help mother, behave with neighbors, teach something to little brothers and sisters.
- Learning to do not fight or disturb the other people, respect to old persons, be confident while having speeches, learning skills for being doctor, engineer, teacher etc to serve the country instead of being a sheep keeper or playing kites, fighting with each other in the streets, having no clear distention and life in the future.
- Science (to know about health) geography (to have information about the world's populations, nature etc) English(to communicate with all fellow human friends around the world) history (having data from the past events both country and world) Dari (to speak fluently in it learning some poems) Math(to know more about counting)
  - We would learn well when there is a peaceful environment in the classroom, teachers are friendly and kind, full concentration and encouragement. Punishment will cause to have not good presences at school and quiet in the length of time.

- Playing procedure effects to learn the lesson easily and don't forget it for long time because the teacher presents practically and we pay full attention to the target.
- It is better to ask questions from teachers because they may not ask the things, which we have problems with, but it doesn't mean that they should not question us.
- Smooth, clean and friendly situation of classroom are golden keys to better understanding and being happy and healthy.

Students' ideas and suggestions about teachers' methods and behaviors in their hand writings

Group one: when the teacher comes, after greetings checks home works, and previous lesson then teaching us a new lesson, repeating many times. Generally we are satisfied from his manner and punish us when we fight or make the classroom dusty.
Group two: our teachers examine us with standing in front of the class, asking questions about last lesson and teaching us for one hour = 40 minutes, and persuade us to have deep concentration in order to learn well.
Group three: we would like to thank and respect our teachers because they are sympathetic and kind to us and encourage learning our lesson but our history teacher explains quickly, shortly and giving us summery of history notes, math teacher teaching so much in one day and it will result to have not a profound understanding.
Group four: punishment, tough discipline, violence and being all the time serious will cause to don't write home works, be naughty and have not good achievement. So we wish to have encouragement, peaceful and happy classroom with good teaching and understanding.

Work with teachers in Shamali for Alliance Education Initiative Feasibility Study

11 male teachers (including the headteacher)

What children learn

Activity:

1. Brainstorm in the group. Ask: What important things do children learn between the ages of 5 and 12? Write each idea on a card.
2. When all ideas have been recorded, sort them according to what children learn at school and what they learn at home, and what is learned in both places.
3. In this activity we had some cards ready to add to the ideas generated by the teachers. They are marked with an asterisk.

These were results from teachers in Shi Khan school:

WHAT IS LEARNED AT HOME	*WHAT IS LEARNED AT HOME AND AT SCHOOL*	*WHAT IS LEARNED AT SCHOOL*
Washing dishes	Praying	Writing
Washing hands	Keeping clothes clean	Taking turns*
Shopping	Sharing*	Drawing pictures
House chores	Good hygiene*	Expressing and opinion or an idea*
Playing with dolls	Games and sport	Reading*
Fighting	Cleaning teeth	
Sewing		
Collecting fuel		
Riding a bike		
Topdanda (a game with a bat and ball)		
Taking messages*		
Going to mosque		
Getting dressed*		
Tolerance		
Flying a kite		
Making a kite*		
Greeting		
The value of money		
Telling time		

We asked a few questions for example about why they thought children learned about good hygiene and teeth cleaning at school but learned washing hands at home. The reply was that at home they learn to do things but at school they learned why they are important. Not sure about teeth cleaning or keeping clothes clean. Maybe teeth-cleaning is not commonly taught at home and keeping clothes clean and/or looking smart is learned when children go to a public place like school.

Teachers put telling time under what is learned at home because they understand that to mean learning about night/day, morning/afternoon, routines etc. They said that time telling as in reading a clock face was learned at school.

- It will make it possible to get more teachers to the classrooms quite soon

With respect to Teacher Education the concept "Quality" would be defined in terms of what a teacher should know and be able to do, rather than focusing on academical qualifications of teachers and the amount of time spent on pre- service teacher education at TTC. Afghanistan is in a position to be able to transform its Teacher Training from a traditional to a more modern system which is based on teacher students outcome and performance than traditional Teacher Training.

Internationally a number of core propositions have been recognized as the basis for defining Teacher Quality in a modern educational system. The five core propositions are as follows:

1. Teachers are commited to the students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students
3. Teachers are responsible for managing and monitoring students learning
4. Teachers think systematically about their practice and learn from experience
5. Teachers are members of learning communities

These five core propositions a learner-centred education, where teachers support students. Teachers are expected not only to teach for subject matter understanding, but to carry out a continuous assessment of students learning. They are capable of changing instructions when needed to improve achievement levels for all students. Education for all highlights the question of teacher quality, where the teacher is acting as a reflective practitioner (Schön, "Educating the Reflective Practitioner",1987). The teaching profession has an important element of managing change in a non-static rapidly changing society according to Whitaker (Whitaker, "Managing Change in Schools", 1993). The only thing we know for sure is that the society will change all over the world and our children will face a different world than the world we as grown ups and teachers have experienced. This is a huge challenge for every teacher and teacher educator.

2. Project intentions

The project is aiming at professional capacity building and a better quality of primary teacher education in the provinces and school districts in Afghanistan where the project will be implemented. The philosophy behind is that people at all levels are capable to be active partners in a process of educational development if they get familiar with methods on how to do so in practice and are exposed to good examples.

Quality in education thus in this project means a process at all levels in the school system, where new knowledge systematically is gained and practically used for school development. An important part of the project is to educate teachers and heads to become reflective practitioners, which will lead to sustainibility of quality and a capacity to manage school development.

Key concepts:

How children learn

Activity:

Make enough cards for each person in the group. On each card write something children learn. For example:

Collecting water	Counting to 20

Ask people to think about how children learned to do what is on the card. Discuss one or two examples before people discuss in small groups.
Each person then reports back and ideas are recorded.
Ask teacher to discuss and agree which method is most important and so on until all ideas have been ranked.

These were the results from 11 teachers in Shi Khan school:

WAY OF LEARNING	*RANK*
Copying	3
Watching/seeing	1
Repeating	5
Listening	2
Practicing	6
Asking questions	7
Helping (someone else with a task)	8
Doing	4
Feedback	9

Teachers that help children learn (or not learn)

Activity

Ask teachers to think back to their own childhood about teachers who helped them learn and teachers who did not help them learn. What were they like?
Draw pictures and add the characteristics of teachers that help children learn and teachers who do not help children learn.

These were the results form teachers in Shi Khan school:

TEACHERS THAT HELP CHILDREN LEARN

Pays attention to classroom cleanliness
Has patience
Has teaching materials
Greets children
Is organized
Uses simple language
Is ready (for teaching)
Pays attention equally to all students
Asks questions from all students
Has a lesson plan

TEACHERS THAT DO NOT HELP CHILDREN LEARN

Has no teaching materials
Has no discipline or control over the class
Uses high level talking (language)
Uses the stick method
Nervous action in class
Doesn't allow children to play
Does not manage the class
Gives no praise, punishes all the time
Discriminates among students
Doesn't see what students know and does

Child consultations



Consultant giving instructions for Child consultation on "Learning"



A group of boys during "groupwork" at Shi Khan primary school.



Notes are taken from child consultations group work at Shi Khan school



Consultants playing with children during break

Takes care of the classroom
Is on time

Well-behaved
Sociable and accessible

not evaluate students
Uses bad words
Does not pay attention to the cleanliness of the classroom
Smokes cigarettes everywhere
No preparation
No lesson plan
Absent often
Not punctual
Uses a loud voice

At the end of the session we had a general discussion about learning. We asked who they thought children's most important teachers are. The response was that parents are children's most important teachers. The perception was that teachers and parents both have very important and complimentary roles. This fits with the idea of education being comprised of *talim* and *tarbia*. In Afghan families, communities and society in general high value is placed on learning respect for other people, especially older people, and politeness. Children who have good *tarbia* (which refers to children's manners and the quality of their relationships with others) are polite, obedient, respectful, sociable and peaceful. *Talim*, in a simple sense, is the more academic learning that children are involved with such as learning to read or write numbers. The teachers in Shi Khan felt *talim* was primarily the responsibility of teachers and *tarbia* was primarily the responsibility of parents but with some overlap.

We asked what happened if children did not learn the things listed at the beginning of the consultation. The response was that

Hazim visits Shi Khan school often and we know quite a lot about what happens in classrooms there so we were interested to observe that while the teachers we met KNOW some of the things that teachers do to help children learn, they do not do it. The question then is why? Possibly it is due to a combination of a lack of skill (knowing how to translate an idea onto practice), motivation and accountability.

One way to follow up this consultation is to use what teachers produced when we asked about what teachers do to help children learn. They made the list of characteristics and/or practices. We can use their ideas to help us plan for training but more importantly use it to help teachers assess their own classroom practice.

Aziza
Hazim
Helen

Annex E

Save the Children Alliance Initiative to Improve the Quality of Education in Afghanistan

Terms of Reference for the Feasibility Study and Project Design

Introduction

In late November 2002, SC-Norway met with Alliance partners to explore the possibility for joint long-term involvement in improving the quality of education. There was general agreement in the meeting to focus on the quality of teacher education and training, including education and training for adults who work with pre-school age children, starting with a mapping exercise to be followed by a feasibility/project design exercise. The mapping exercise was carried out over four weeks in February/March 2003 and a report was produced. In addition to providing an overview of teacher education and training in Afghanistan, the report provided guiding principles and recommendations for how the Alliance could be involved in improving the quality of teacher support and education. It also suggested a model of how teacher education and support could be implemented at school and school cluster levels with the Alliance working in partnership with the MoE District Education and Provincial Education Offices. (See diagram on page three.) The report stressed the need to work in a focused manner in the provinces and link with the provincial authorities. Liaison with the central MOE level in Kabul was also recommended.

With the mapping complete, the next step is the feasibility/project design study. In depth study of Nangahar province and 2-3 other provinces/districts is foreseen within this TOR.

Scope of Work for the Feasibility/project design study

1. Conduct a workshop with SC Alliance members to discuss and, if necessary revise recommendations in the report on the mapping exercise, and agree an *outline* project design describing:
   - The intention (outcome) of the project
   - What will be implemented (what type of activities e.g. head teacher training, community based activities around the school, parent and child involvements, special inputs promoting inclusion etc.)
   - When it will be implemented (time frame for main activities)
   - Where it will be implemented (provinces, districts)
   - Who will implement (which Alliance members, division of responsibilities, staffing, other partners etc, scope for partnership with other NGOs operative in the district/province)
   - How it will be implemented
   - How we will know if we have been successful (monitoring and evaluation)
   - Approximate cost, including financial and technical contributions from other prospective partners in the district/province. (location wise).

2. In the workshop develop a work plan to investigate and assess the feasibility of the outline project design. This will include but is not limited to:

- Meeting with the MoE at central, district and provincial levels to gather feedback on the proposed project
- Determining feasibility of, and resources necessary for, working with District and Provincial Education personnel (given their current responsibilities and limited resources).
- Find ways to include early childhood development activities, life skills education, and special education with a focus on inclusion in project design and implementation.
- Presentation and discussion of proposed project with the Curriculum and Teacher Development Working Group.
- A participatory needs assessment with children, teachers and parents to determine what changes and improvements are necessary to help ensure that classroom practice promotes all children's full development and inclusion.
- A participatory needs assessment of with MoE staff in District and Provincial education offices to determine what professional development opportunities they require to help ensure that classroom practice promotes all children's full development.
- Identify how the project will link to other quality initiatives in education in Afghanistan and to Alliance education initiatives regionally and globally.
- Present a brief update on the status of teacher training and any new inputs and trends in Afghanistan that have developed subsequent to the mapping exercise undertaken earlier this year. Special focus on the work of Govt, other NGOs etc. in the provinces/districts coming under the preview of this Consultation.

3. Carry out the feasibility study based on the work plan.

4. With Alliance partners, review the outline project plan based on feedback from the feasibility study for example using feedback from the MoE and others, information from assessments etc.

5. Compile a comprehensive draft project plan/proposal with Alliance partners that includes:
    - a description of methodology and work plan for the project (including a description of the input required for project implementation by the MoE at central, provincial and district levels)
    - a framework for monitoring and evaluation
    - an activity schedule by month over the course of the project
    - a budget
    - Alliance staffing requirements (by month over the course of the project)
    - ToRs for key Alliance personnel
    - Detail links to relevant Alliance education initiatives (for example the Regional Transitions initiative) and Afghanistan education initiatives at national and provincial levels (for example the development of a national teacher education curriculum, the 2002-2003 winter teacher training programme etc.)
    - Inputs from leading Afghan NGOs such as HIFA and others to the unit for special education within the teacher training system/colleges.

5. Present the project plan/proposal to Alliance partners, gather feedback and modify as necessary before departure from Kabul. Thereafter to produce a final project plan/proposal.

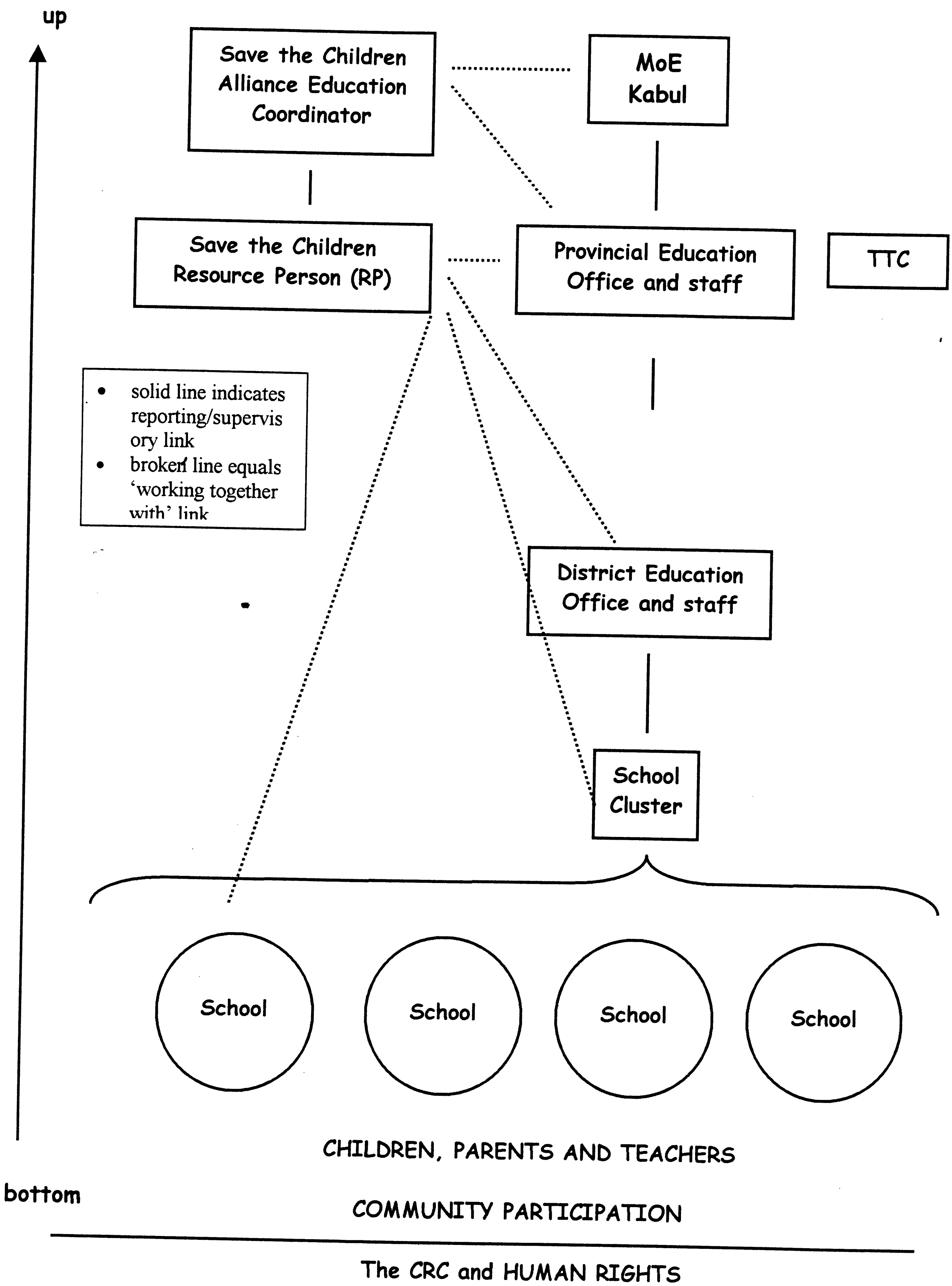
Timeframes

The assignment will start on 7^{th} October 2003 in Sweden followed by travel to Peshawar on 9/10. Work in Afghanistan will commence from 13 October and will be continuous upto about 12 December. The final report will be prepared in Sweden from 13-19/12: incorporating all inputs from Alliance in Afghanistan and SC-S /SC-N head offices. Three copies of the final report and budget will be submitted to SC-S Stockholm and three copies to SC-N in Oslo not later than 19 December 2003.

Deliverables

Outline Project Planning Workshop programme
Outline Project Planning Workshop report
Outline project plan for discussion during the feasibility study
Feasibility study work plan
Written report of feasibility study
Presentation of results of feasibility study
Draft project plan/proposal and budget
Final project plan/proposal and budget

Model for school/cluster-based teacher education and classroom support



- Professional capacity building
- Involvement
- Reflection
- School development
- Sustainibility

Project goal:
Improved quality of teaching and learning in support of children´s learning and overall development in primary education.

Objectives:
Community level:
Community members, including children participate in planning, implementation and monitoring education in their schools.

Indicator:
Communities, including children, implement and monitor changes to improve the quality of education in their school.

School level:
Teachers in project schools use learner-centred, child-friendly teaching and learning methods.

Indicators:
Children are more happy with their situation at school and more disadvantaged children are in main stream education. Alternatives to corporal punishment are used
A school development plan is on its way and evaluation is planned alongside
Teachers are actively taking part in action research to improve classroom practice

Teacher training level:
Teacher trainers and staff at PEO/DEO working with project schools give training and classroom support that promotes learner-centred teaching and learning methods.

Indicators:
Experimental schools are used in different ways as good examples of teaching and learning to demonstrate and practice theory in real situations in project schools
Trainers use learning from action research to improve teacher training
Ideas and methods learned in training are evident in classrooms and schools

MOE/national level:

Examples of good practice in teaching and training in the project are shared and disseminated in the field of teacher education and training in Afghanistan.

Indicators:
Action research and other findings, ideas etc are disseminated
Results from action research and project outcomes are available at MOE and used for further planning of quality improvement at different levels in the school system

3. Project sites

The project sites will be in provinces where Save the Children - Alliance members already have got school activities and offices. Provinces which will be involved after assessing the situation during a feasibility study are the following:

Province:	PEO:
- Nangarhar (SC - S, SC - N)	Jalalabad
- Bamiyan (SC - J)	Bamiyan
- Kabul (SC – US)	Kabul

The implementation will start in the beginning of 2004. The selection of districts and schools will take place in close cooperation with the PEOs and DEOs.

Number of schools in each province to be involved in the project should be the experimental school linked to the TTC and 2 - 3 primary schools mainly in rural areas. There should not be more than 4 schools altogether in one province to be able to monitor the activities. In Bamiyan where there is no TTC the Central Highschool close to the PEOs office is used for in-service training and should be supported the same way as the experimental schools at TTCs in other provinces. The plans within the MOE is to have a TTC in each province or a teacher training centre – an "Education Centre", plans which are currently being considered.

The feasibility study carried out before the project design clearly indicates that Nangarhar and Bamiyan provinces will need this sort of support, while there was som doubts about support to Kabul province. Kabul province is not just Kabul city – The needs are as big in the rural areas as in other provinces and supporting the experimental school at Jamaluddin Teacher Training College in Kabul would provide good opportunities to demonstrate a good example of what the project is aiming at, as an experiment in itself.

Depending on the outcomes from evaluation in the end of 2004 it should be considered whether appropriate to include one more province in the project in 2005. (Faryab, Parwan and Badakshan could be regarded as candidates and discussed with the MOE.)

4. Project activities
The activities will be supported by one Save the Children Project Coordinator and one Resource Person (RP) in each province. They will work in partnership with MOE staff at District and Provincial levels and with staff at Teacher Training Colleges. The Coordinator will liase with the Teacher Training Department in the central MOE.

Key activities:
- **Action research with teachers that encourage them to reflect on their classroom practice**
- **Teacher training and education**
- **Classroom support and school support visits**
- **School development planning**

The activities will rather concentrate on the school as an organisation than the single teacher in the class to support school development. On visits to schools the Resource Person (RP) will thus put the focus on different aspects ranging from class room observations to school management and school environment. The observation should be a part of an action research process followed by assumptions on what might be done to improve the observed situation.

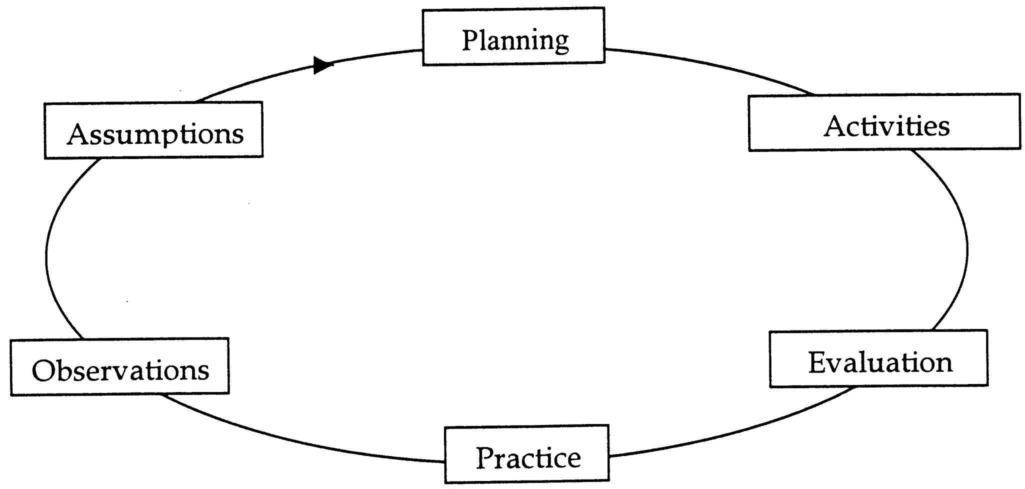


Diagram 1. School development planning as an action research process

Examples of topics:
- Outcome of a course on alternatives to corporal punishment
- Outcome of grade 1
- Parent and community involvement in schools
- Methodology in subject x
- Teachers students knowledge i subject y
- Pedagogy used to support children with learning problems
- School environment
- Management of the school - leadership
- Children with disabilities in the community and at school
- Integration of visually and hearing impaired children into formal education
- The link between early childhood/kindergarten and the first year at school

The observations and assumptions should be discussed with involved children, parents/ students, teachers, heads, DEOs, PEOs, Teacher Educators and plans prepared together with the relevant persons to start activities for improvement. At school level they should be fed into the school development plan.
Other activities like teacher training could take place at different locations including TTC or Education Resource Centre and in different ways: seminar, workshop, reading mtrl, training course, radio supported professional meetings etc. The activities should be evaluated by the people involved with support from RP to come up with changed and improved practice or activities.

School development at the experimental schools will be linked with the development of teacher training, by using the good examples from schools in the training of teachers, to reach a higher degree of professionality. This includes modern methodology where theories about child- friendly teaching and learning will be demonstrated in practice. It will also be possible to give good examples on community involvement and local initiatives.

It is not just a question of demonstrating these good examples but the ones in teacher training should also have the possibility to practice in a real situation at the experimental school where professional discussions and seminars about practice will take place and a professional library will be available.

Good examples can also be brought into the training of teachers by videotape from other schools/satellite experimental schools and by radio/audio and discussed with teachers at experimental school together with teacher trainers.

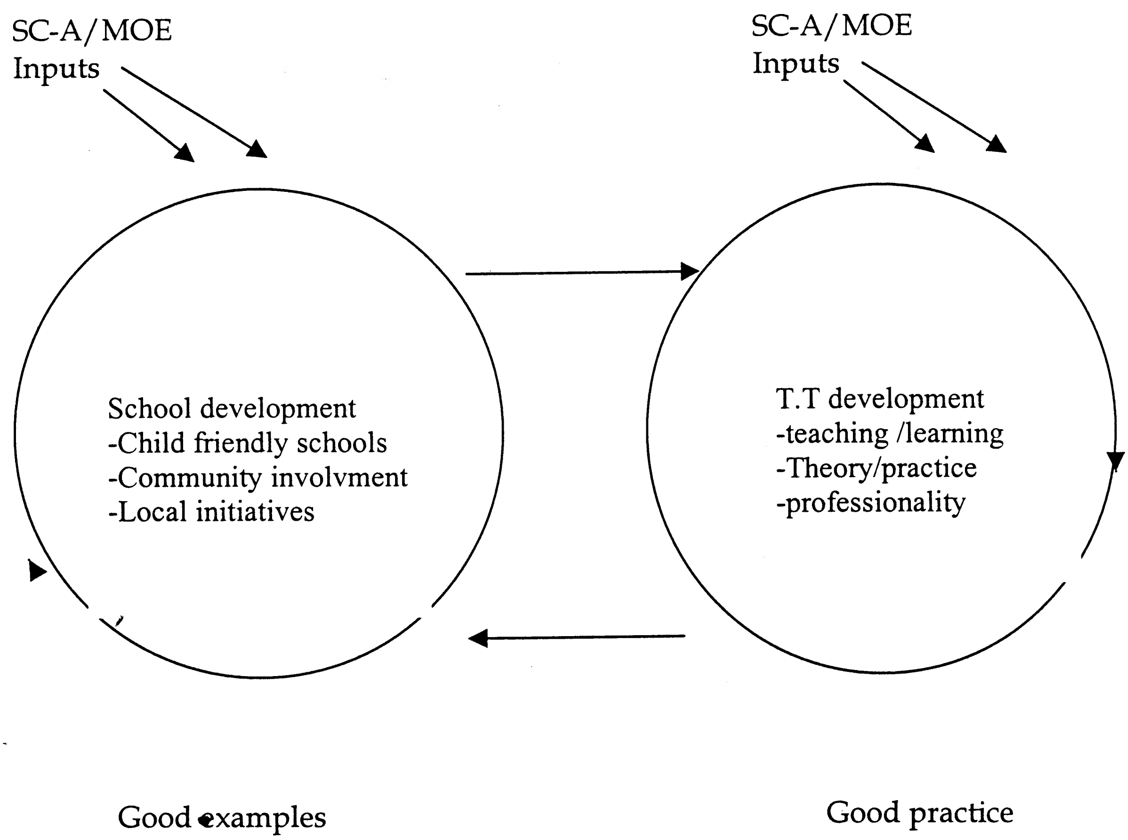


Diagram 2. Link between school development and teacher education development

5. How the project will be implemented

A. Provincial and school level

In the identified provinces the RPs will be the Save The Children staff to do the practical implementation. The RP will have his/her office close to PEO preferably at the experimental school. The RP will work with and through the MOE. The RP will have the following duties:

- RP will aim at raising the quality of primary Teacher Education, both in-service and pre-service.
- Rp will assist the MOE to monitor experimental schools supported by Save the Children in selected districts.
- RP will visit the schools for not less than three days per month to observe and train and facilitate action research and planning
- RP will assist in creating a stronger link between the schools and PEO/DEO.

- RP will give recommendations - built on observations - on inputs in in-service or pre-service at TTC regarding eg. content, methods, pedagogy.
- RP will in working together with MOE help in capacity building at MOE provincial and district level
- RP will train teacher educators on how to use experimental schools

B. Central level

The activities at provincial level will be facilitated and monitored by an Education Coordinator based at Kabul Office, but most of the time will be spent in the field together with RPs. After observations in the field new assumptions are made together with RPs, plans prepared etc. This is to say the same process at national level as at provincial level and school level.

The SC - A Education Coordinator will have the following duties:

- Visit sites for observation and monitoring
- Arrange RP meetings and workshops
- Together with the formativ evaluator/expat. consultant plan and conduct RP training
- Work with SC - A members to keep track of the "whole" project
- Information sharing
- Documentation/reporting
- Facilitate getting technical assistance (TA)
- Work on SC - S/N education programme

The education coordinator will be assisted by an education officer. The education officer should be able to translate from english to dari and vice versa and train staff in english at experimental schools and TTCs. He should also have computor skills and technical skills to be able to assist in the training of using an producing educational aids. He will work together with RPs as a team.

The following diagram (Diagram 3.) illustrates the proposed model for experimental school based teacher education and classroom support.
In the diagram a solid line indicates reporting/supervisory link, while a broken line equals "working together with" link.

SC RP = Save the Children Resource Person
EDU = Education Development Unit

QUALITY EDUCATION PROJECT IN AFGHANISTAN

Report prepared by Björn Odin, consultant for Save the Children in Afghanistan
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Content